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ABSTRACT

Designed to aid local districts in implementing local school improvement plans, this three-part curriculum guide begins by addressing the long-range planning of library media programs. The first part suggests a 10-step process for planning and provides an example of a 5-year improvement plan for library media programs, a checklist for evaluating a school program, and a form for outlining an action plan. The second part provides both a general statement of the desired library media learner outcomes and a scope and sequence of information and literature appreciation skills (expressed as behavioral objectives) for each grade from K through 12. Suggestions and forms for teacher/librarian planning of integrated units are also provided. The third part presents three illustrative units, one of which includes masters for overhead transparencies and another a bibliography. Each unit includes its goal, suggested grade level, learner outcomes for both the subject area and information skills, suggested activities, teaching strategies, evaluation activities, and the responsibilities of both the teacher and the library media specialist. Appendixes include an analysis of the services provided by the library media specialist presented as a pie chart; descriptions of those services at the elementary and the secondary levels; a list of procedures to be followed by media specialists and teachers as co-designers of curriculum; a sample media specialist evaluation instrument; and a table clarifying the roles of the school principal, media specialist, and teacher in the team approach to the library media program. An 18-item bibliography is included. (SD)

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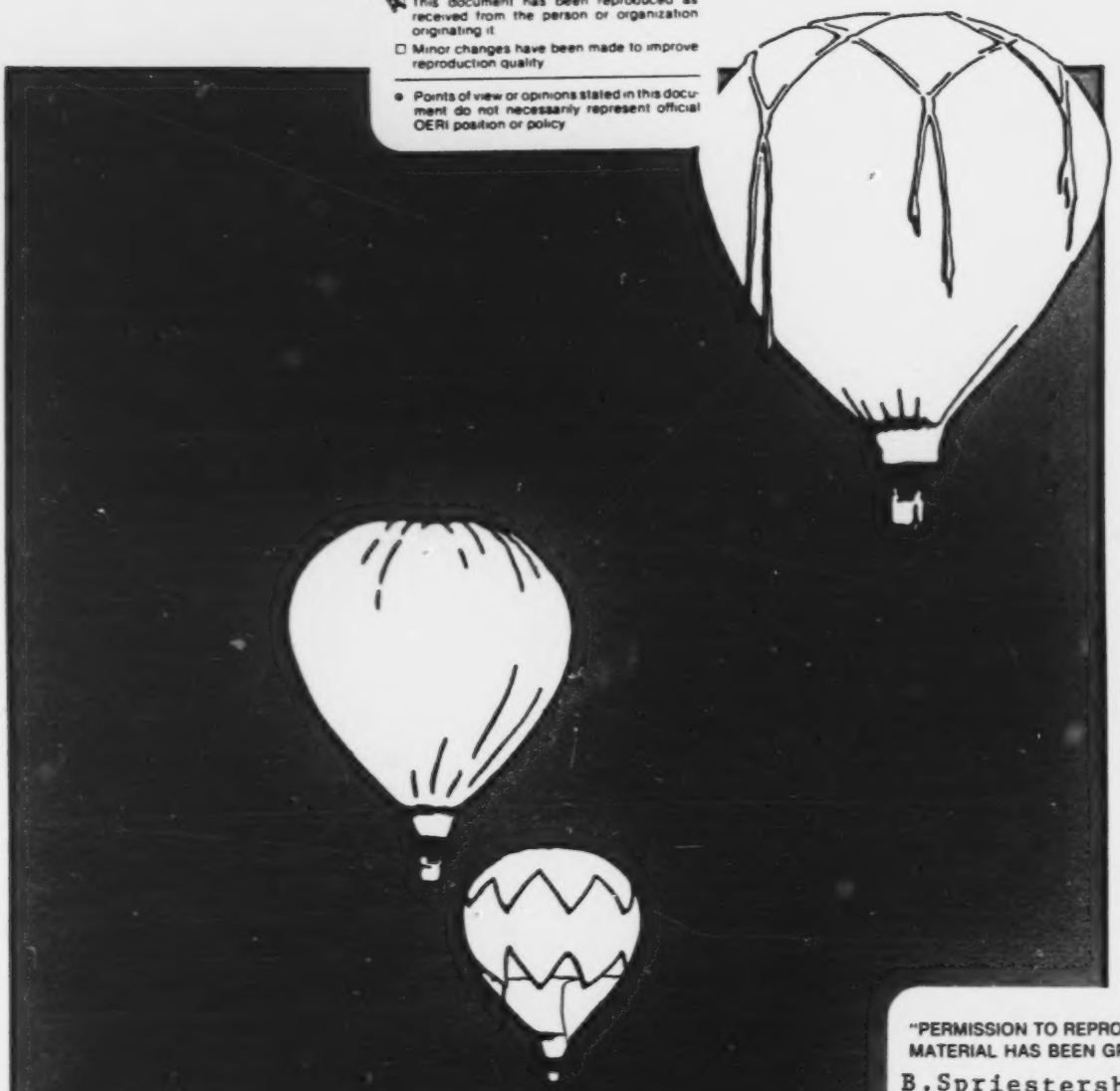

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INFORMATION SKILLS
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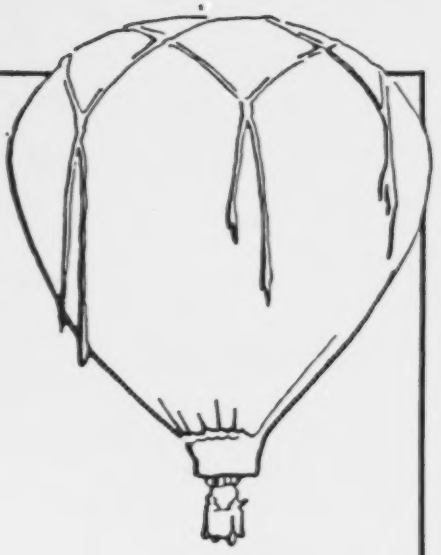
Suggested Learner Outcomes

Grades K-12



Oklahoma
State Department of Education
John M. Folks
State Superintendent of Public Instruction
Oklahoma City, Oklahoma
February, 1987

INFORMATION SKILLS
LIBRARY MEDIA

This publication, printed by the State Department of Education Printing Services, is issued by Oklahoma State Department of Education as authorized by John M. Folks, State Superintendent of Public Instruction. 5,000 copies have been prepared at a cost of $4794.82. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.

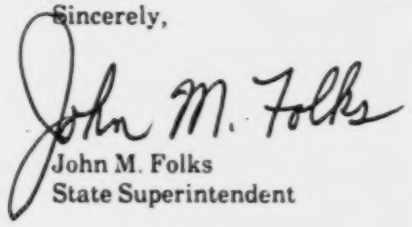
FOREWORD

With the emphasis on educational improvement, the Oklahoma legislature passed H.B. 1466, which requires each school district to adopt a plan for school improvement. Library/Media is one area to be addressed in this plan.

This document has been conceived as an aid to local districts as they implement a local improvement program. School library media specialists assisted the Library Resources staff in developing the learner outcomes for information skills. These skills have been identified by the National Commission on Libraries and Information Science as "essential for people of all ages" in our information-oriented society.

We hope you will find this to be a useful tool as you prepare students for the information age.

Sincerely,



John M. Folks
State Superintendent

ACKNOWLEDGMENTS

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Special thanks to the Peterborough, Ontario, Board of Education for permission to use the Library/Learning Skills Chart as the core document in developing an Information Skills Scope and Sequence for Oklahoma.

Library media specialists from the Norman Public Schools were instrumental in the early stages of preparation of this scope and sequence.

Many other documents have been helpful in preparing these learner outcomes. Curriculum guides and learner outcomes from many states and districts have been consulted. Among those which were particularly useful were those from Maryland; Minnesota; Ohio; Montgomery County, Maryland; Mississippi; and Ontario, Canada.

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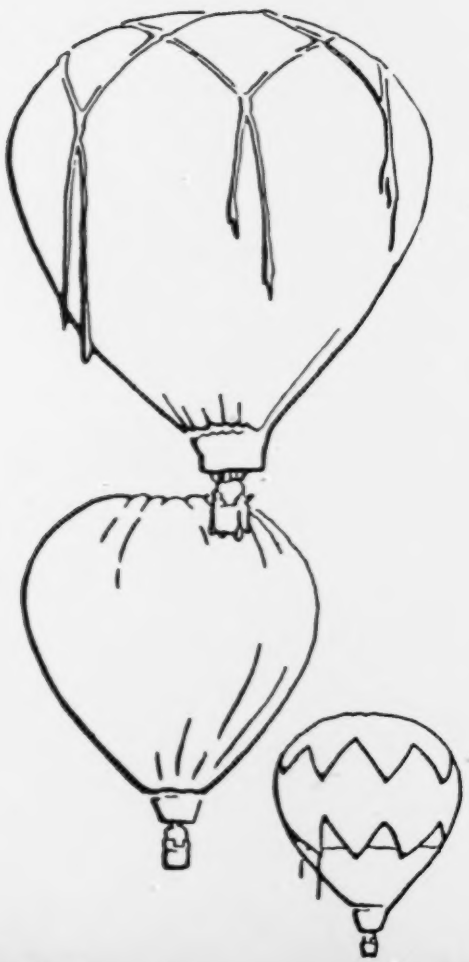
PHILOSOPHY

The goal of the library media program is to ensure that each child acquires the skills necessary to become an independent, self-reliant learner and to appreciate literary and creative works in all formats. The library media center should serve as an extension of the classroom--a laboratory for applying those skills that can be applied to information needs throughout the student's life.

PART I

LONG-RANGE PLANNING



INTRODUCTION

A good school library media program is one which provides carefully selected books and materials to enrich and extend all areas of the curriculum and which provides for the individual needs and interests of students and teachers. These resources must be organized for use. Students must be provided opportunities to develop skills to locate, select, evaluate, and process the information available from these resources. A wide variety of services must be provided which will support the entire educational program of the school. Sufficient space and trained personnel available in sufficient quantity are necessary if the above goals are to be met.

In order to provide this good school library media program, long-range planning is required. Good programs are built purposefully to meet educational objectives.

The five year plan for the library media program should address all aspects of the program: instruction, personnel, facilities, resources, services and administration. The *Guidelines for Library Media Programs in Oklahoma* should serve as a guide in developing these goals and objectives. The learner outcomes which follow in Part II of this document are designed to serve as a model for developing instructional goals.

SUGGESTED STEPS FOR LONG-RANGE PLANNING OF LIBRARY MEDIA PROGRAMS

WHERE YOU ARE

Step I. Form Library Media Planning Committee. You might include students and parents, as well as teachers.

Step II. Develop or review the district philosophy and broad goals for the library media program. This might be in the form of a mission statement.

Step III. Review the current program.

a. Look at skills instruction. Gather data on student achievement and statistics on the collection and its use. Note strengths and weaknesses.

b. Complete checklists from *Guidelines to Library Media Programs in Oklahoma*, pp 24-29, pp 75-79 and the "Checklist For Evaluating a School Program" from the Oklahoma Five-Year School Improvement Plan.

WHERE YOU WANT TO BE

Step IV. Adopt a local sequence of learner outcomes for information skills instruction by adapting those in this document or preparing a local version. Consider how these inter-relate with subject area learner outcomes.

Step V. Using information obtained from the steps above, write goals for the total library media program, considering all areas: personnel, facilities, resources, administration, services and instruction.

HOW TO GET THERE

Step VI. Prioritize the goals by years to cover five (or more) years. Be realistic. Write objectives consistent with these annual progress goals.

Step VII. Complete the plan sheet format adopted by the State Board of Education.

Step VIII. Obtain local board approval.

MONITOR/EVALUATE

Step IX. Implement the program.

Step X. Evaluate and monitor progress annually. Revise plans as needed.

EXAMPLE

FIVE-YEAR SCHOOL IMPROVEMENT PLAN
LIBRARY MEDIA

WHERE WE ARE

Students in Grades 3 and 10 score below the 50th percentile on information and reference skills on the standardized test.

The library media collection and services fall below Phase I of the *Guidelines for Library Media Programs*.

WHERE WE WANT TO BE

To have 75 percent of the students in Grades 3, 7, and 10 scoring in the top 50th percentile on information and reference skills on the standardized test.

To achieve Phase I in materials, equipment, and personnel and to achieve Phase II in services as established in *Guidelines for Library Media Programs in Oklahoma*.

HOW TO GET THERE

By the end of year one complete Suggested Steps for Long-Range Planning.

By the end of year one a district grade-by-grade sequence of reference and information skills keyed to the curriculum will be developed.

Teacher inservice in integration of skills instruction within the curriculum will be provided.

Each year an annual collection development plan based on curricular needs to guide purchase decisions will be developed.

A budget which allows for adequate collection development will be determined annually.

Information skills will be integrated in all curriculum areas.

MONITOR/EVALUATE PROGRESS

Standardized test scores, pre and post tests, and /or local criterion-referenced tests will be used to monitor and evaluate student achievement.

Facilities, staffing, collections and services will be compared to local, state, regional, and national standards and guidelines. Anecdotal records and student and teacher surveys will provide supportive evidence of use and needs.

A CHECKLIST FOR EVALUATING A SCHOOL PROGRAM

GRADE LEVEL: Elementary Junior High/Middle School High School
(Circle One)

SUBJECT: _____

Key: A = Completely
B = Somewhat
C = Not at all

All statements refer to the above subject area.

CRITERIA	WHERE WE ARE			WHERE WE WANT TO BE	HOW WE GET THERE RECOMMENDED ACTION	TARGET DATE
	A	B	C			
I. CURRICULUM **A.** The district has a planned education program with identified goals, objectives, and scope and sequence of instruction for each instructional area K-12 (consistent with the current state's Suggested Learner Outcomes/Vo-Tech's instructional plan).						
1. A written curriculum guide is available.						
2. The district's curriculum guide/instructional plan is up-to-date. Last reviewed in _____.						
3. The district's curriculum guide/instructional plan is consistent with the state's Suggested Learner Outcomes/Vo-Tech's Competency Profiles (when available).						
4. The district's curriculum guide/instructional plan contains suggested learner outcomes unique to the district.						
5. The district's curriculum provides the elective courses recommended for admission to the state's major universities.						
6. The district's curriculum is supported by a variety of vocational-technical education programs available through area vo-tech schools or as a part of the comprehensive high school.						

A CHECKLIST FOR EVALUATING A SCHOOL PROGRAM

GRADE LEVEL: Elementary Junior High/Middle School High School
(Circle One)

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C = Not at all

SUBJECT: _____

All statements refer to the above subject area.

CRITERIA	WHERE WE ARE			WHERE WE WANT TO BE	HOW WE GET THERE RECOMMENDED ACTION	TARGET DATE
	A	B	C			
7. The district uses student vo-tech follow-up information (when available) for curriculum review.						
8. Other						
B. Program Evaluation A plan exists for evaluating this educational program. (HB 1816, HB 1466)						
1. A regular schedule for evaluation of this educational program has been established.						
2. The evaluation is to be done by a committee whose composition includes teachers and parents population and one public hearing. (HB 1466)						
3. The results of the evaluation of this educational program are used in long-range planning.						
4. Other						
C. Textbooks, Library and Classroom Supplemental Resources, and Instructional Materials.						
1. The district has financial resources to maintain this educational program.						
2. The district has financial resources to improve this educational program.						

A CHECKLIST FOR EVALUATING A SCHOOL PROGRAM

GRADE LEVEL: Elementary Junior High/Middle School High School
(Circle One)

Key: A = Completely
B = Somewhat
C = Not at all

SUBJECT: _____

All statements refer to the above subject area.

CRITERIA	WHERE WE ARE			WHERE WE WANT TO BE	HOW WE GET THERE RECOMMENDED ACTION	TARGET DATE
	A	B	C			
3. Textbooks and instructional resources are up to date and available in sufficient numbers.						
4. Textbooks and instructional materials used in program are adaptable to multiple delivery methods (group and individual instruction), classroom, shop, or laboratory.						
5. Consumable instructional materials are made available for students' use to enhance and increase learning and mastery of materials.						
6. Community resources are utilized in this educational program.						
7. Textbooks used in the instructional program cover the curriculum as specified by school district.						
8. The district has an adequate and up-to-date library media program as specified in *"Guidelines for Library Media Programs in Oklahoma"* with materials relating to this educational program.						
9. The library media program is readily available to the teachers and students in this educational program.						
10. Library media materials for this educational program are varied.						
11. Other						

A CHECKLIST FOR EVALUATING A SCHOOL PROGRAM

GRADE LEVEL: Elementary Junior High/Middle School High School (Circle One)

Key: A = Completely
B = Somewhat
C = Not at all

SUBJECT: _____

All statements refer to the above subject area.

CRITERIA	WHERE WE ARE			WHERE WE WANT TO BE	HOW WE GET THERE RECOMMENDED ACTION	TARGET DATE
	A	B	C			
D. Student Assessment The district participates in the state mandated testing of students in Grades 3, 7, and 10.						
1. Teachers utilize the results of the state mandated tests.						
2. The results of the state-mandated tests are utilized by the district in planning curriculum revisions and staff development.						
3. The district utilizes locally determined tests not mandated by the state to assess grade levels.						
4. Appropriate records such as grade books, progress charts, and competency profiles are used to monitor student achievement and for assigning grades or issuance of competency certificates.						
5. *Results of the statewide assessment indicate students are performing at grade level or percentile.*						
E. Community Expectations The district has conducted a survey to evaluate the community's expectations for this project.						
1. The district incorporates the community's expectations into this educational program.						
2. Community resources are used in curriculum planning in this educational program.						

A CHECKLIST FOR EVALUATING A SCHOOL PROGRAM

GRADE LEVEL: Elementary Junior High/Middle School High School
(Circle One)

Key: A = Completely
B = Somewhat
C = Not at all

SUBJECT: _____

All statements refer to the above subject area.

CRITERIA	WHERE WE ARE			WHERE WE WANT TO BE	HOW WE GET THERE RECOMMENDED ACTION	TARGET DATE
	A	B	C			
3. Projected fluctuations in the community's population and student enrollment are used in planning new curriculum, revising existing curriculum, and deleting curriculum.						
4. Other						
F. Pertinent Board Policies Board policies are clearly written and accessible to staff and patrons.						
1. The district has a written discipline policy which is considered when doing long-range planning. (HB 1816, HB 1466).						
2. Local graduation requirements are clearly spelled out in board policy and given consideration in curriculum planning.						
3. A local policy for promotion and retention has been adopted by the board and is used in curriculum planning.						
4. Other						
G. Faculty						
1. The district has an adequate staff for this education program.						
2. Staff members in this educational program are certified.						

A CHECKLIST FOR EVALUATING A SCHOOL PROGRAM

GRADE LEVEL: Elementary Junior High/Middle School High School
(Circle One)

Key: A = Completely
B = Somewhat
C = Not at all

SUBJECT: _____

All statements refer to the above subject area.

CRITERIA	WHERE WE ARE			WHERE WE WANT TO BE	HOW WE GET THERE RECOMMENDED ACTION	TARGET DATE
	A	B	C			
3. The state minimum criteria for effective teaching/administrative performance are used to assess faculty and plan for staff development.						
4. Projected fluctuations in the community's population and school enrollment are considered in planning for staff.						
5. Other						
H. Facility Plan						
1. The district has a completed completed five-year facility plan on file.						
2. Current facilities are adequate for the existing curricular program in this subject area.						
4. The five-year facilities plan is a working part of the long-range plan for improving instruction.						
5. Other						
I. Vo-Tech Standards The district's vo-tech programs meet vo-tech standards.						
J. North Central Standards The district is/is not accredited by North Central.						

A CHECKLIST FOR EVALUATING A SCHOOL PROGRAM

GRADE LEVEL: Elementary Junior High/Middle School High School
(Circle One)

SUBJECT: _____

Key: A = Completely
B = Somewhat
C = Not at all

All statements refer to the above subject area.

CRITERIA	WHERE WE ARE			WHERE WE WANT TO BE	HOW WE GET THERE RECOMMENDED ACTION	TARGET DATE
	A	B	C			
II. INSTRUCTION--TEACHER The quality on instruction is enhanced when teachers utilize high levels of engaged time and student-teacher interaction as major instructional modes. The kinds of reinforcement patterns used by the teachers and the level of competition among students are likewise keys to effective instruction.						
A. Teachers create an environment that models high learning expectations.						
1. Teachers model high learning expectations by sessions on time and continuing with planned activity until the end of the period.						
2. Teachers model high learning expectations about the use of instructional time by not spending unnecessary time distributing resources or organizing materials after the students are assembled.						
3. Teachers are efficient in making assignments and allocating materials during instruction.						
4. Appropriate homework assignments are made and teachers emphasize the need to effectively complete all such work.						
5. Teachers have a uniform policy, clear to both students and parents, for defining homework expectations.						

A CHECKLIST FOR EVALUATING A SCHOOL PROGRAM

GRADE LEVEL: Elementary Junior High/Middle School High School
(Circle One)

Key: A = Completely
B = Somewhat
C = Not at all

SUBJECT: _____

All statements refer to the above subject area.

CRITERIA	WHERE WE ARE			WHERE WE WANT TO BE	HOW WE GET THERE RECOMMENDED ACTION	TARGET DATE
	A	B	C			
6. Teachers provide prompt feedback to students regarding the quality of homework and work accomplished in school.						
7. Teachers communicate explicit objectives of the course content in a manner which allows students to monitor their own progress.						
8. Teachers make subject matter relevant, thus motivating students to learn.						
9. Other						
B. Teachers choose instructional activities which provide greater amounts of time for student-teacher interaction.						
1. Learning activities in this school demand active student participation.						
2. The predominant amount of instructional time is spent on student-teacher interaction with high engaged time, not in doing individual seat work assignments.						
3. Teachers believe and practice the principle that when students, especially low achievers, are more involved with student-teacher interaction, greater achievement occurs.						
4. Other						

A CHECKLIST FOR EVALUATING A SCHOOL PROGRAM

GRADE LEVEL: Elementary Junior High/Middle School High School
(Circle One)

Key: A = Completely
B = Somewhat
C = Not at all

SUBJECT: _____

All statements refer to the above subject area.

CRITERIA	WHERE WE ARE			WHERE WE WANT TO BE	HOW WE GET THERE RECOMMENDED ACTION	TARGET DATE
	A	B	C			
C. Teachers use appropriate discussion techniques to promote high success and achievement levels for *all* students.						
1. Teachers constantly monitor instruction so *all* students are included during discussion and review.						
2. During discussions and reviews, teachers call on individual students by name rather than soliciting responses from volunteers only.						
3. Teachers ask questions at a level where the student addressed is challenged yet likely to be successful.						
4. If a student gives an incorrect response, the teacher stays with the student and rephrases the question or gives a clue so the student can succeed.						
5. Teachers respond to incorrect answers in a manner that does not demean the student.						
6. Teachers provide immediate feedback to students responses.						
7. Teachers ask questions that encourage productive, divergent thinking abilities of the student.						
8. Other						

ACTION PLAN

Criteria: _____ Subject Area: _____

Grade Level: _____

Criteria:

_____

_____

_____

Where Are We?

_____

_____

_____

Where Do We Want To Be?

_____

_____

_____

How Do We Get There?

_____

_____

_____

Target Date:

_____

_____

_____

CHECKLIST FOR LIBRARY MEDIA PROGRAMS EVALUATION

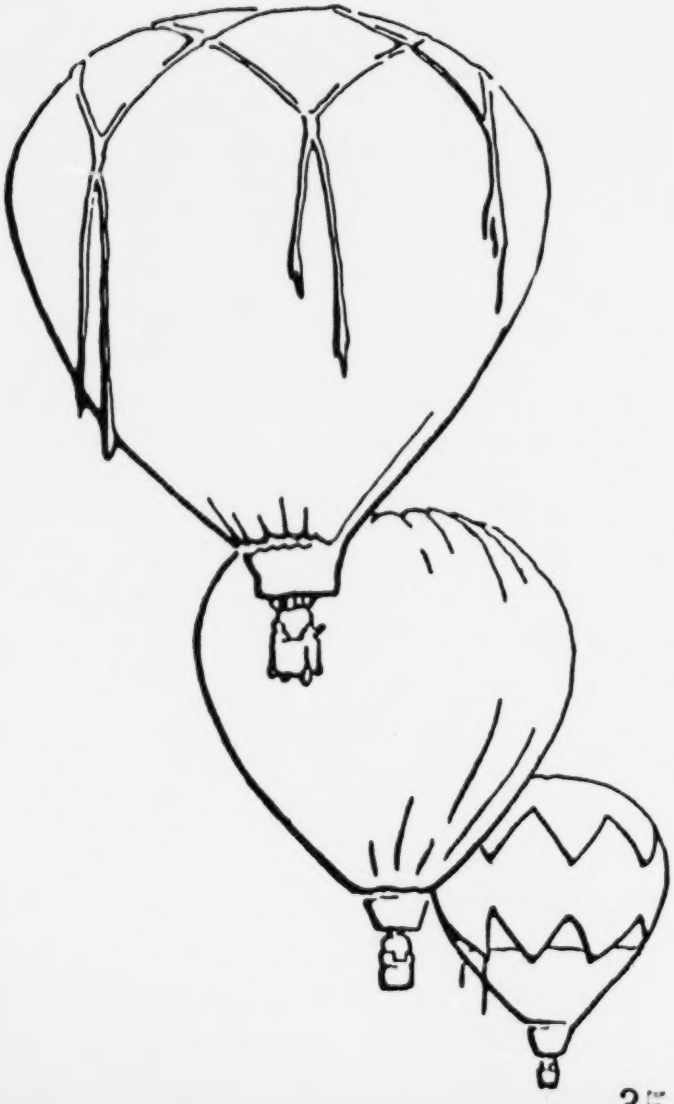
Completely	Somewhat	Not At All	Use in conjunction with checklists in *Guidelines for Library Media Programs*, pp 75-79 and pp 24-29	Evidence of Accomplishment	Action Needed	Goals for Next Five Years
			I. Personnel Meet or exceed Phase I of *Guidelines for Library Media Programs in Oklahoma.*	Personnel records, certificates, and schedules		
			II. Budget Meet or exceed *Administrators' Handbook for Elementary, Middle, Jr. High, and High School.*	Budget and plan		
			III. Facilities Meet or exceed *Guidelines For Library Media Programs in Oklahoma.*	Floor plans Photos		
			IV. Resources Meet or exceed *Guidelines For Library Media Programs in Oklahoma.* A. Books B. Periodicals C. AV Software D. Equipment	Inventory records Collection maps Collection Development Plan Curriculum Unit evaluations		
			V. Program A. Media Center Management Select and organize all resources for maximum accessibility and effective use. B. Provide a variety of support services as listed in *Guidelines For Library Media Specialists in Oklahoma* for: 1. Students 2. Teachers 3. Administrators C. Provide leadership for information skills instruction. 1. Have an adopted course of study. 3. Integrate the teaching and reinforcement of information skills within the content areas.	Evidence: accurate card catalog; use of Dewey Decimal classification system; pleasant, safe orderly environment; Evidence of services: sample lists, bibliographies, handbooks, newsletters, promotional materials, schedules, plan books, displays inventories of materials and equipment, samples of student work, professional collection reports and records, curriculum units and activities plans		

USEFUL RESOURCES AND PLANNING AIDS

School district curriculum plan and guides
Suggested Learner Outcomes (all grade levels and subjects). Oklahoma State Department of Education
Guidelines for Library Media Programs in Oklahoma. State Department of Education
Procedures Manual for School Library Media Centers. Rev. ed., State Department of Education.
Accrediting Association Standards (North Central)
Media Programs District and School. Chicago: A. L. A., 1975
Administrators Handbook. Oklahoma State Department of Education
Curriculum guides, scope and sequence documents. (See bibliography for examples.)
Monographs and journal articles on effective library media programs and library/information skills instruction.

PART II

INFORMATION SKILLS



INTRODUCTION

Library media specialists and teachers have always sought to provide opportunities for students to learn information skills, usually called library skills. In order to develop these skills systematically, cooperative planning between the teacher and library media specialist is essential.

It is the intent of this document to provide a model scope and sequence of information skills which can be adapted by a local district to reflect local curricula and resources. Skills have been keyed to other state learner outcomes on the Information Skills chart.

Since direct instruction is only one aspect of a library media program, the development of these skills is a joint responsibility of the classroom teacher and the library media specialist. To be effective, skills should be developed using appropriate subject content and timed to provide instruction as it is needed, rather than in isolated units. This "integrated approach" is dependent on teacher involvement in the planning, execution, and evaluation of activities designed to introduce, master, and reinforce these skills.

The following learner outcomes were developed by:

1) Looking at Oklahoma Suggested Learner Outcomes for all grades and subjects.

2) Looking at scope and sequence documents from Oklahoma, other states, and districts.

3) Compiling these statements in one document using the Peterborough, Ontario, chart as core.

LIBRARY MEDIA LEARNER OUTCOMES

Each outcome is expanded in the grade by grade scope and sequence. There are five broad learner outcomes.

I. Locate Materials

The student will learn to find a variety of information sources.

II. Select, Evaluate and Interpret Information

The student will develop abilities to sort and use information in various formats.

III. Record and Organize Information

The student will develop skills to classify and arrange information after it has been located and interpreted.

IV. Present Information

The student will communicate information in various formats, effectively using equipment where appropriate.

V. Appreciate and Enjoy Literature Through Various Media

The student will recognize and choose to enjoy all types of literature through a variety of formats.

SCOPE AND SEQUENCE OF INFORMATION AND LITERATURE APPRECIATION SKILLS FOR LIBRARY MEDIA PROGRAMS

KINDERGARTEN

The student will:

I. Locate Materials

A. The Library Media Center

- know the location of the library media center;
- become familiar with the library media center staff;
- realize the library media center is a source of information;
- learn the rules of conduct expected;
- learn circulation routines for borrowing and return;

B. The Community

- visit a library;
- visit a museum;

II. Select, Evaluate and Interpret Information

A. Print Materials
(books, magazines, newspapers, pamphlets, etc.).

- understand the following terms: *picture book, title, spine;*
- become familiar with a book's spine label, cover and title;
- distinguish the front from the back of a book;
- learn how to care for books;
- turn pages correctly;
- use a bookmark;
- select materials for enjoyment;
- name main ideas in orally presented stories;

B. Nonprint Materials
(pictures, slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- "read" a picture (identify);
- listen for enjoyment;
- use a listening station once it is set up;
- listen for specific information;
- operate a cassette player and record player;
- view for enjoyment;
- obtain specific information from TV;
- use a filmstrip projector after it has been set up and loaded;
- identify a computer;
- use an electronic learning program after it has been set up and loaded;

III. Record and Organize Information

- create a picture to record what has been learned;
- choose appropriate pictures for a topic;

IV. Present Information

- retell three things from a story;
- indicate sequences of at least three incidents in a story;
- tell a story about a picture created to present information;
- contribute to class discussion on a topic;
- say and act out nursery rhymes and stories;
- make a picture based on ideas in a story;

V. Appreciate and Enjoy Literature Through Various Media

- listen to stories read or told;
- enjoy nursery rhymes;
- look at books;
- listen to recorded stories;
- watch stories on film, filmstrips or video.

GRADE 1

The student will:

I. Locate Materials

A. The Library Media Center

- locate picture books and easy-reading books;
- locate nursery-rhyme books;
- locate picture dictionaries;
- learn the difference between storybooks and true or information books and locate each type;
- learn the alphabet (identify letters);
- alphabetize words by the first letter;
- sign a borrower's card;
- learn to remove a book properly from a shelf;
- learn the meaning of "E" (easy) on the spine label;

B. The Community

II. Select, Evaluate and Interpret Information

A. Print Materials
(books, magazines, newspapers, pamphlets, etc.).

- learn the following terms: *end paper, author, illustrator, borrower's card;*
- find page numbers;
- "read" pictures (identify, describe);
- check to see if material can be read independently;
- skim to find information on a chart;
- use charts and simple diagrams;
- become familiar with a picture dictionary;

B. Nonprint Materials
(pictures, slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- use an overhead projector;

III. Record and Organize Information

- record information on diagrams and charts with the teacher's guidance;
- record information with word or phrase answers;

IV. Present Information

- use their own pictures to communicate with others;
- use appropriate commercial pictures to present information;
- read a simple chart or story developed cooperatively by a group and recorded by the teacher;
- retell a story;
- record an audio-tape;
- make a write- on transparency;

V. Appreciate and Enjoy Literature Through Various Media

- browse to find materials of interest;
- enjoy works of favorite authors and illustrators;
- be introduced to the Caldecott Medal books;
- begin to use the library media center independently for recreational reading;
- enjoy reading simple stories and poetry;
- enjoy nursery rhymes;
- find literature in nonprint formats.

Note: Skills introduced at kindergarten should receive special emphasis again at first grade.

GRADE 2

The student will:

I. Locate Materials

A. The Library Media Center

- alphabetize words to the second letter;
- borrow materials without assistance;
- learn that easy reading books are arranged alphabetically by the author's last name;
- locate magazines;
- locate fairy tales;
- locate encyclopedias;
- locate library catalog;

II. Select, Evaluate and Interpret Information

A. Print Materials

(books, magazines, newspapers, pamphlets, etc.).

- learn the following terms; *table of contents, book pocket, date due slips, glossary & catalog;*
- open a new book correctly;
- read page numbers;
- find specific page numbers;
- scan a table of contents;
- locate specific words in a picture dictionary;
- find the main idea in a simple paragraph;
- know and enjoy magazines;
- distinguish reality from fantasy;
- draw conclusions from what is read;
- make use of context clues;

B. Nonprint Materials
(pictures, slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- "read" pictures (identify, describe, draw inferences);
- listen for information from a tape or record;
- watch to get specific information;
- operate a video player once it is set up;
- operate electronic learning programs;
- begin to become familiar with a microcomputer keyboard;
- demonstrate proper care, handling and storage of computer disks and tapes;
- operate a filmstrip viewer;
- handle a filmstrip properly;

III. Record and Organize Information

- record observations;
- classify information on charts developed with the group by the teacher;
- use simple maps and diagrams;
- compose a title for a story, chart, etc.;

IV. Present Information

- present information orally in sequence and with clarity;
- recall the main ideas in a story and recognize characters;
- write simple sentences to relate information;
- present information pictorially;
- act out poems, plays, stories;
- prepare a simple book report in any format;

V. Appreciate and Enjoy Literature Through Various Media

- locate works of favorite authors and illustrators;
- read Caldecott Medal books;
- recognize that the author's background influences the content;
- identify characters in selections viewed, listened to or read;
- identify medium and style of illustrations.

GRADE 3

The student will:

I. Locate Materials

A. The Library Media Center

- alphabetize words to the third letter;
- become familiar with the arrangement of fiction books on the shelf;
- understand the significance of the call number;
- locate and distinguish between fiction and nonfiction;
- locate some specific nonfiction areas (e.g., 591--animals);
- locate dictionaries;
- locate a newspaper;
- construct a simple floor plan map of the library media center;
- be introduced to the library catalog;
- locate the pamphlet/vertical file;
- locate biographies;

II. Select, Evaluate and Interpret Information

A. Print materials
(books, magazines, newspapers, pamphlets, etc.).

- learn the following terms:
  fiction, nonfiction, volume, index, guide word & biography;
- use a simple index;
- use a table of contents;
- distinguish between the use of an encyclopedia and a dictionary;
- use a dictionary;
- use an encyclopedia;
- read graphs, charts and tables;
- use a telephone directory;

B. Nonprint Materials
(pictures, slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- pick out specific information from audio resources;
- use a filmstrip projector;
- obtain information from a transparency and a filmstrip;
- identify major components of a microcomputer system;
- demonstrate proper power up and power down sequence for an available microcomputer system;

III. Record and Organize Information

- record impressions from listening to a story, watching a film, talking to a resource person;
- put recorded impressions in logical sequence;
- develop an outline with the teacher's help;
- answer purposeful questions without copying from the text;
- develop a chart to record information;
- record information obtained from viewing a filmstrip;
- use a simple camera;

IV. Present Information

- produce simple booklets;
- stick to the subject in group discussion;
- use illustrations, charts, or photographs to present information through captions, explanations, etc., in writing;
- use puppets to present stories or information;
- recall, summarize and paraphrase what is listened to and viewed;

V. Appreciate and Enjoy Literature Through Various Media

- be introduced to folktales;
- find and enjoy a variety of literature;
- identify plot in a literary selection;
- develop an appreciation of good literature through listening, viewing and reading;
- become acquainted with the Sequoyah Children's Book Award program.

GRADE 4

The student will:

I. Locate Materials

A. The Library Media Center

- alphabetize words to the fourth letter;
- learn the significance of the guide letters on sets of books;
- understand the concept of the Dewey Decimal classification system as an organizational tool;
- use the library catalog to locate specific sources by author, title, and subject;
- locate relevant magazines;
- locate relevant pamphlet/vertical file materials;
- locate atlases and almanacs;
- learn circulation procedures for pamphlet/vertical file;

B. The Community

- use the catalog in the public library;
- become acquainted with other classification systems where used;

II. Select, Evaluate and Interpret Information

A. Print Materials

(books, magazines, newspapers, pamphlets, etc.).

- learn the following terms: *copyright, publisher, bibliography, periodical;*
- use a dictionary (guide words, entry words);
- use an encyclopedia (guide words, index);
- identify key words and phrases;
- pick out the main idea from a paragraph;
- use magazines to obtain information;
- use maps, globes and charts;
- use a periodical index (e.g., *Children's Magazine Guide*);
- scan material for relevant information;

B. Nonprint Materials
(pictures,slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- learn circulation policies for nonprint materials;
- use a cassette recorder;
- set up a listening station;
- be introduced to the use of the slide projector;
- recognize electronic programs as a source of information;

III. Record and Organize Information

- be introduced to note-taking techniques;
- develop a draft copy of a paragraph from notes using their own wording;
- proofread the draft copy;
- prepare a final copy of their paragraph;
- use a diagram to record appropriate information;
- express ideas clearly in their own words;
- record information on a cassette tape;
- underline titles of books;

IV. Present Information

- use personally produced cassette tapes to replay information;
- use slides with an oral commentary;
- make an outline and use it to present information either orally or visually;
- write stories and reports;
- create graphs, charts and tables;
- make a write-on filmstrip;
- make an overhead transparency using felt pens to share information;

V. Appreciate and Enjoy Literature Through Various Media

- keep an individual reading record;
- find and enjoy various forms of poetry (haiku, etc.);
- find and enjoy tall tales and hero tales;
- begin to evaluate books for quality;
- distinguish verse from prose;
- develop recreational reading habits.

GRADE 5

The student will:

I. Locate Materials

A. The Library Media Center

- learn the main classes in the classification system;
- use call numbers to locate print and nonprint resources;
- find different categories of books according to the classification system;
- use decimal extensions of classification numbers;
- alphabetize to the end of words;

B. The Community

- become aware of the many community resources available;

II. Select, Evaluate and Interpret Information

A. Print Materials
(books, magazines, newspapers, pamphlets, etc.).

- learn the following terms: *subtitle, foreword, chapter headings;*
- learn how books are made and how nonprint materials are produced;
- use an index;
- identify and use a glossary;
- use a thesaurus;
- use an atlas;
- use an almanac;
- learn the significance of copyright ©;
- use newspapers as sources of specific information;
- read Roman numerals;
- identify a topic sentence;
- formulate questions to be answered by research;
- locate specific materials in the pamphlet/vertical file;

B. Nonprint Materials
(pictures, slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- select pictures for information;
- use video cassettes to obtain information;
- skim a video cassette for main ideas;
- obtain information from computer programs;

III. Record and Organize Information

- make use of maps and graphs to record information;
- make concise notes from various types of media;
- organize his/her notes;
- construct a model storybook (cover, title page, author statement, spine, table of contents, and copyright date);
- prepare a bibliography of books (in alphabetical order giving the author and title of each item);
- prepare a storyboard;

IV. Present Information

- make slides;
- use an overhead projector using commercial, student or teacher-prepared transparencies;
- write a composition on a selected topic after research;
- prepare an oral book report;
- make an overhead transparency using the thermal process;

V. Appreciate and Enjoy Literature Through Various Media

- find and enjoy fantasy and other types of fiction;
- read a variety of prose and poetry;
- find and enjoy visual media;
- examine the effect of setting in a story, play or film;
- examine the contributions of various ethnic groups to the literary heritage of America.

GRADE 6

The student will:

I. Locate Materials

A. The Library Media Center

- identify and state the purpose of the basic information in the library catalog;
- use cross references in the catalog (i.e., "see" and "see also");
- locate special tools (e.g., biographical dictionaries, thesauri, etc.);

B. The Community

- become aware of the similarities and differences between the school library media center and other local libraries;

II. Select, Evaluate and Interpret Information

A. Print Materials
(books, magazines, newspapers, pamphlets, etc.).

- select appropriate learning resources;
- learn the following terms: *appendix, cross-reference, preface;*
- use a pronunciation key;
- distinguish between relevant and irrelevant information;
- examine material for validity and accuracy;
- distinguish between fact and opinion;
- interpret graphs, charts, and diagrams;
- interpret maps, globes and atlases using scale, latitude, longitude, time zone, map projections, symbols;
- infer facts and ideas from reading;

B. Nonprint Materials
(pictures, slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- record specific information presented by film;
- practice basic interviewing skills ;
- execute a microcomputer program which he/she independently selects, loads and runs;
- use prepared programs by following computer instructions;

III. Record and Organize Information

- prepare outlines from notes;
- write from an outline;
- express their own ideas using references to substantiate points;
- prepare a bibliography of books using author, title, and publisher;
- organize materials by classifying or summarizing;

IV. Present Information

- design a visual to convey a message;
- create a transparency to use in a presentation;
- expand an outline into paragraph form;
- create and present a puppet presentation or dramatization to convey information;
- present an oral report;
- use a filmstrip;
- produce transparencies by a variety of methods;

V. Appreciate and Enjoy Literature Through Various Media

- become aware of the importance of research in the writing of fiction;
- find and enjoy fables, mythology and legends;
- find and enjoy historical fiction;
- enjoy drama, music, poetry, dances, stories, etc., in print and nonprint formats;
- become acquainted with the Newbery Award books;
- identify or infer main ideas, conclusions and themes from literature.

GRADE 7

The student will:

I. Locate Materials

A. The Library Media Center

- use the decimal extensions in call numbers to help them locate specific information;
- use the catalog independently to identify and locate print and nonprint resources;
- locate reference material related to specific subject areas or courses;

B. The Community

- draw on community resources, such as people and institutions, and select appropriate agencies;

II. Select, Evaluate and Interpret Information

A. Print Materials
(books, magazines, newspapers, pamphlets, etc.).

- use key words;
- learn terms such as *footnote* and *edition*;
- use appendixes, footnotes, almanacs, yearbooks, biographical dictionaries;
- scan and skim for relevant materials;
- evaluate learning materials
(authority, date, place, relevance, table of contents, index);
- evaluate materials for validity and accuracy;
- help other students obtain information;
- locate information by using a periodical or a newspaper index (e.g. *Abridged Reader's Guide to Periodical Literature*);
- limit a topic;
- independently use the pamphlet/vertical files;

B. Nonprint Materials
(pictures, slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- independently use the picture files;
- obtain information from periodicals in microfiche or microfilm;
- use a video or movie camera;
- independently use video-playback machines;
- become familiar with common video terminology;
- interview competently;
- use discussion skills to obtain information;
- store information in a microcomputer database;

III. Record and Organize Information

- prepare a table of contents;
- prepare a bibliography for books, encyclopedia and periodical articles giving author, title, place of publication, publisher, and copyright date;
- paraphrase information from written and oral materials;

IV. Present Information

- participate in a panel discussion;
- create a skit;
- report and present information in a variety of ways (e.g., orally, using records, tapes, pictures, cassettes, charts, diagrams, maps, slides transparencies);
- create a slide/tape presentation;

V. Appreciate and Enjoy Literature Through Various Media

- find and enjoy books by local and state authors;
- appreciate and identify photography and film techniques;
- recognize an author's apparent or hidden purpose;
- discuss behaviors, traits and relationships of characters;
- find and enjoy science fiction;
- read and enjoy Newbery Award books;
- become acquainted with the Sequoyah Young Adult Book Award Program.

GRADES 8-9

The student will:

I. Locate Materials

A. The Library Media Center

- learn the use of special indexes (e. g., poetry, plays, quotations, periodicals);
- become fairly independent users of reference sources for quick facts, biographical information, the identification and location of poetry, the identification of quotations, etc.;

B. The Community

- use the public library catalog, reference collections, and other available resources;

II. Select, Evaluate and Interpret Information

A. Print Materials

(books, magazines, newspapers, pamphlets, etc.).

- learn terms such as *pseudonym* and *entry*;
- use a thesaurus;
- use an unabridged dictionary;
- compare sources noting different points of view;
- evaluate and use mass media as a source of information
- select the most useful resource from among many on a selected topic;
- recognize stereotyping, bias and prejudice;
- identify cause and effect;

B. Nonprint Materials

(pictures, slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- retrieve and manipulate information from a commercial or a personal database;
- use models as a source of information;

III. Record and Organize Information

- prepare an index;
- prepare a bibliography including print and nonprint resources and personal interviews;

IV. Present Information

- evaluate presentations from criteria developed beforehand;
- make a videotape;
- construct models to present information;

V. Appreciate and Enjoy Literature Through Various Media

- enjoy listening, viewing and reading as recreational activities;
- read quality literature to enrich and supplement specific areas of the curriculum;
- choose and appreciate novels and short stories;
- recognize theme, symbolism and point of view in literary selections.

GRADE 10-12

The student will:

I. Locate Materials

A. The Library Media Center

- select topics for investigation;
- create a thesis statement or research question;
- pose a range of possible areas for investigation;
- independently use the school library media center catalog (card, microfiche, book or on-line);
- locate all types of materials in the library media center or on their own;
- independently use search strategies using modern technology;
- locate sources of artistic and/or literary criticism;
- devise a "keyword" search strategy for a research problem;

B. The Community

- use the public library;
- use the community and local university library;

II. Select, Evaluate and Interpret Information

A. Print Materials
(books, magazines, newspapers, pamphlets, etc.).

- use key words;
- learn terms such as *pseudonym* and *entry*;
- select appropriate reference sources;
- select and use a variety of specialized reference tools in all subjects;
- use different types of indexes;
- use cross references and bibliographies;
- scan for useful material and skim for specifics using key words;
- assess sources for validity and authority (by date and by source);
- differentiate between types of dictionaries (e.g., scientific, biographical, abridged, and unabridged);
- interpret statistical information displayed in specialized reference sources;
- recognize yearbooks as a source of current economic, social, and political facts;
- obtain specialized information available from various types of atlases (e.g., economic atlas, historical atlas);
- use a periodical index, (e.g., *Reader's Guide* or *Magazine Index*);
- use specialized indexes (e.g., *National Geographic, Granger's Index to Poetry);*
- interpret abbreviations in entries by using keys contained in the source;
- select materials identified in subject bibliographies, bibliographic appendixes, footnotes and quotations;
- use pamphlet/vertical file materials;

- recognize techniques of persuasion and propaganda in various media;
- distinguish opinion and inference;
- recognize and use both primary and secondary sources of information;

B. Nonprint Materials
(pictures, slides, audiocassettes, records, filmstrips, films, videocassettes, video discs, transparencies, microforms, microcomputer software, realia, models, human resources, etc., and the equipment necessary to use them)

- employ the appropriate technology and resources for a specific purpose;
- independently identify and make use of persons and institutions in the community that can serve as sources of information;
- be familiar with on-line database searching
- use computer technology for information retrieval and as a learning tool;
- acknowledge copyright;

III. Record and Organize Information

- select main ideas;
- choose subtopics to generate headings;
- use a variety of recording formats (e.g., charts, maps);
- use an accepted system for organizing notes;
- make use of quotations;
- draw conclusions;
- make summaries, organizing for unity, coherence, and emphasis;
- evaluate conclusions to determine validity of the main idea;
- proofread, rewrite;
- credit sources used;
- record useful information for locating magazines and for preparing bibliographies and footnotes;

IV. Present Information

- choose a reporting format appropriate to the conclusion and audience, the following are some possible formats:

a. audiovisual (commercially or personally produced)

- slides
- posters
- diagrams
- filmstrips
- charts
- graphs
- films
- multimedia presentations
- pictures
- bulletin boards
- photographs
- maps
- videotapes, video discs
- computer software;
- realia (e.g., model Shakespearean stage);

b. oral

-dramatization
-tapes
-speakers
-reports
-prepare a multi-media presentation;

c. written

-reports
-abstracts
-summaries
-essays
-diaries
-formal research papers;

V. Appreciate and Enjoy Literature Through Various Media

- enjoy many types of fiction and nonfiction books;
- appreciate and enjoy various non-book communication formats (e.g., periodicals, newspapers, films, audio and video recordings, dramas);
- recognize various literary genres, devices and forms;
- form and communicate opinions on materials read, listened to or viewed;
- become aware of awards such as Pulitzer Prize, Nobel Prize, National Book Award.

ADAPTING LEARNER OUTCOMES

Using the information skills chart or scope and sequence as a basis consider the following:

What identified skills are presently covered?

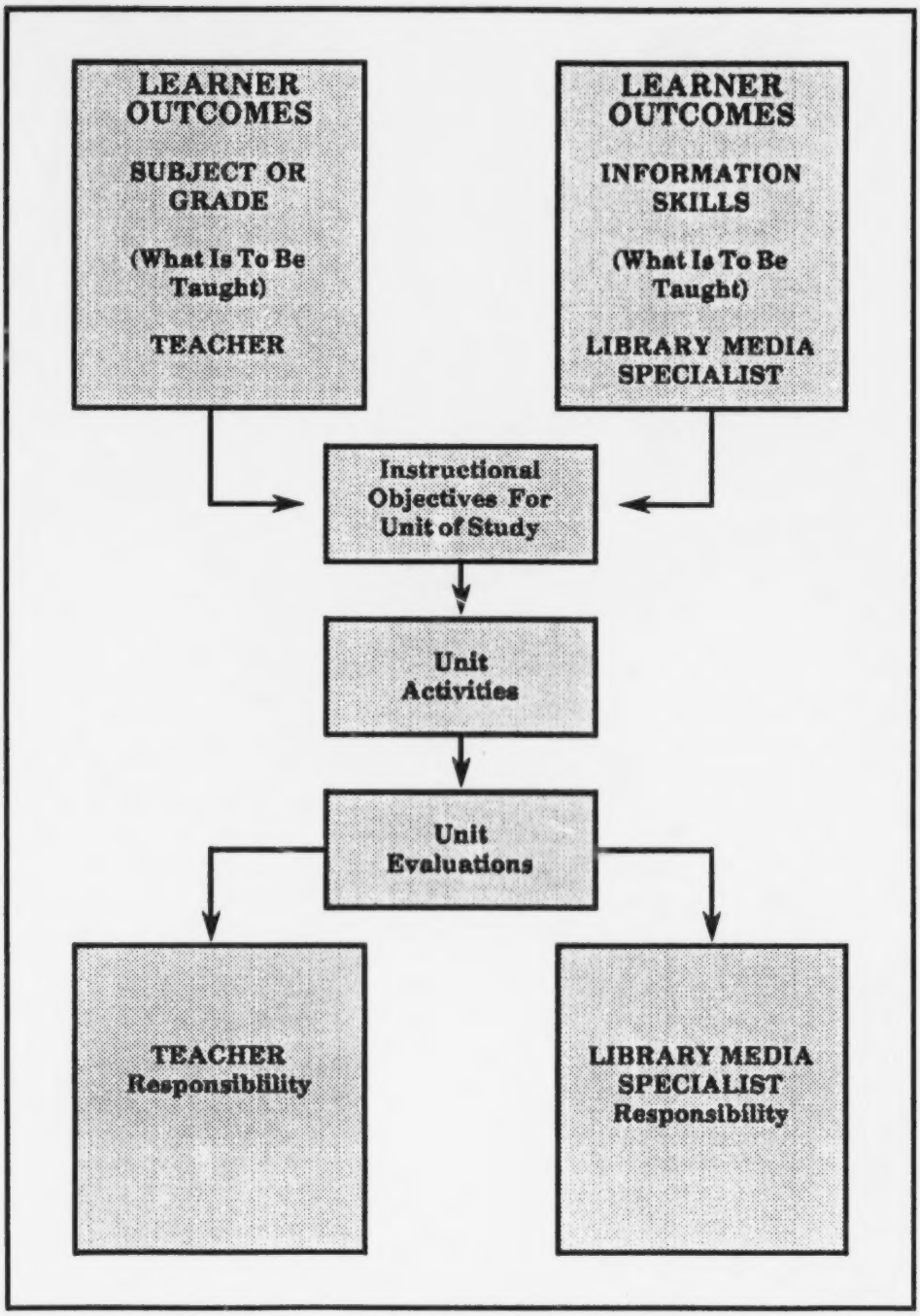
What identified skills are not covered?

Are grade levels consistent with local practice?

Are skills not presently taught needed by students?

Are skills missing?

Are sufficient resources available to provide this instruction?


LEARNER OUTCOMES
SUBJECT OR GRADE
(What Is To Be Taught)
TEACHER
LEARNER OUTCOMES
INFORMATION SKILLS
(What Is To Be Taught)
LIBRARY MEDIA SPECIALIST
Instructional Objectives For Unit of Study
Unit Activities
Unit Evaluations
TEACHER Responsibility
LIBRARY MEDIA SPECIALIST Responsibility

TEACHER/LIBRARIAN PLANNING

Grade/Subject: _____ Teacher: _____

Unit: _____

Notes on Learners: _____

_____

Grade or subject objective(s)/learner outcome(s): _____

_____

Information skill library/media learner outcome(s): _____

_____

SKILLS: Introduced _____ Reinforced _____

Materials to be used: _____

_____

Materials needed, but not available: _____

_____

ACTIVITIES	DATE(S)
_____	_____
_____	_____
_____	_____

RESPONSIBILITIES

Library/Media Specialist	Teacher
_____	_____
_____	_____
_____	_____

Evaluation Plan _____

_____

Follow-up Evaluation: _____

_____

Date: _____

UNIT EVALUATION
To be completed by teacher

Curricular Area: _____ **Unit Title:** _____ **Grade Level:** _____

Teaching strategies used:	How well did the library media collection respond to unit objectives? Scale: 5 = excellent 4 = above average 3 = average 2 = below average 1 = poor _____ diversity of formats (books, AV)? _____ recency (book, AV up to date)? _____ relevance of collection to unit needs? _____ duplication (enough materials for number of students taught)? _____ reading/viewing/listening level ok for all students?	How well did students respond to the LMC activities and materials?
MEDIA ACTIVITIES Information skills taught (if needed):		
Classroom activities (brief description)	What do we need that we don't have (books AV, periodicals, etc.)?	Compliments and notes for improvement:
How well did the activities contribute to the unit?	How well did the LMC staff, facilities, and equipment function?	

Date: _____

CURRICULUM INVOLVEMENT OF THE LIBRARY MEDIA CENTER

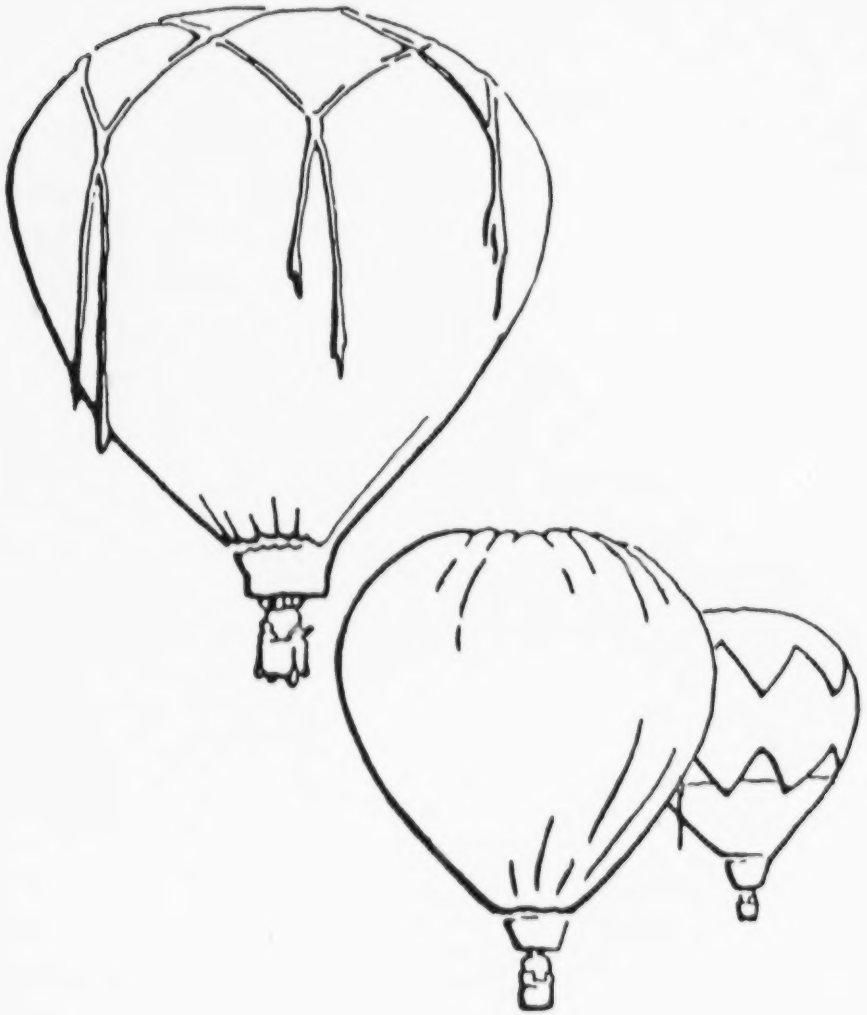
To be completed by library media specialist

Curricular Area: _____ Unit Title: _____ Grade Level: _____

Teaching strategies used:	How well did the library media collection respond to unit objectives? Scale: 5 = excellent 4 = above average 3 = average 2 = below average 1 = poor _____ diversity of formats (books, AV)?	How well did students respond to the LMC activities and materials?
MEDIA ACTIVITIES Information skills taught (if needed):	_____ recency (book, AV up to date)? _____ relevance of collection to unit needs? _____ duplication (enough materials for number of students taught)? _____ reading/viewing/listening level ok for all students?	
Classroom activities:	What do we need that we don't have (books AV, periodicals, etc.)?	Compliments and notes for improvement:
How well did the activities contribute to the unit?	How well did the LMC staff, facilities, and equipment function?	

PART III

ILLUSTRATIVE UNITS AND ACTIVITIES



INTRODUCTION

Additional units and activities illustrating an integrated approach to skills development are available in the library resources curriculum guide, *Stacks of Ideas* (rev. ed. 1987). This guide is available from the Department of Education, Library Resources Section.

Unit Title: Animal Friends: Real vs. Imaginary

Goal: To develop student awareness of fact and make-believe by using animal picture books.

Suggested grade level: K-1

Learner Outcomes

Subject Area	Information Skills
The student will: Differentiate between real and make-believe. Develop an appreciation for stories read, told, or reviewed. Contribute to class discussion.	The student will: Listen for enjoyment. Look at books. Use a cassette recorder. Act out stories. Record information on charts and diagrams with teachers guidance.

Activities:	
Introduce vocabulary-real, fact vs. imaginary, make-believe, fantasy, pretend	Read *The Mitten* by Alvin Tresselt. Discuss what is real and what is imaginary. Act out the story.
Share a variety of fact and fiction books about animals. Have students classify books as real or imaginary. (Consider using a single species, bears, for instance).	Make believe you are having a chat with a real or imaginary animal. What questions would you ask? Record your animal's name and your questions using a cassette recorder.
Take a nature walk to find animals. Locate an imaginary story of animals found and compare through discussion.	Create a zoo of real animals and toy animals. Make a chart about how they are alike and different.

Resources: Toy animals, small live animals, books, films, filmstrips about real and imaginary animals. Pictures of animals. Magazines such as *Big Backyard*.

Evaluation: Given pictures of a real and a make-believe animal of the same species the student will correctly identify each.

After hearing an animal story the student will correctly differentiate between real and imaginary elements.

Given a group of pictures of real and imaginary animals the student will sort them correctly.

Teacher Responsibilities	Library Media Specialist Responsibilities
Plan with library media specialist: stories to be shared, sequence, who to introduce, activities to use and sequence, dates for unit, evaluation procedure. Introduce vocabulary. Share stories. Assist students in use of recorders. Observe and record student evaluations.	Plan with teacher: dates for unit, evaluation procedure, stories, activities, etc. Locate resources. Reinforce vocabulary. Share stories. Introduce and supervise use of cassette recorders. Locate and laminate pictures for use in evaluation. Observe and record student evaluations.

Unit Title: Human Digestive System Grade: 4-5

Goal: To identify the organs and process of human digestion.

I = Introduce
R = Reinforce

Source: Donna Richey
Plaza Towers Elementary
Moore, Oklahoma

	Subject Area	Information Skills	
	The student will:	The student will:	
I	Study the human body.	Use an encyclopedia.	R
I	Identify the major parts of the human body and their function.	Make a transparency.	I
R	Communicate data.		

Topics: Digestion, glands, stomach, intestines, nutrients: carbohydrates (starch), proteins, fats.

Resources: Model of the human body, charts of the human body, sound filmstrip: *The Human Body*, National Geographic, 1980. Books on body parts and systems, encyclopedias, materials for constructing transparencies with overlays (pens, acetate, tape, scissors, mounting frames, patterns).

Teaching strategies: Lecture, audio-visual presentations to large group. Small groups for research and construction activities. Discussion.

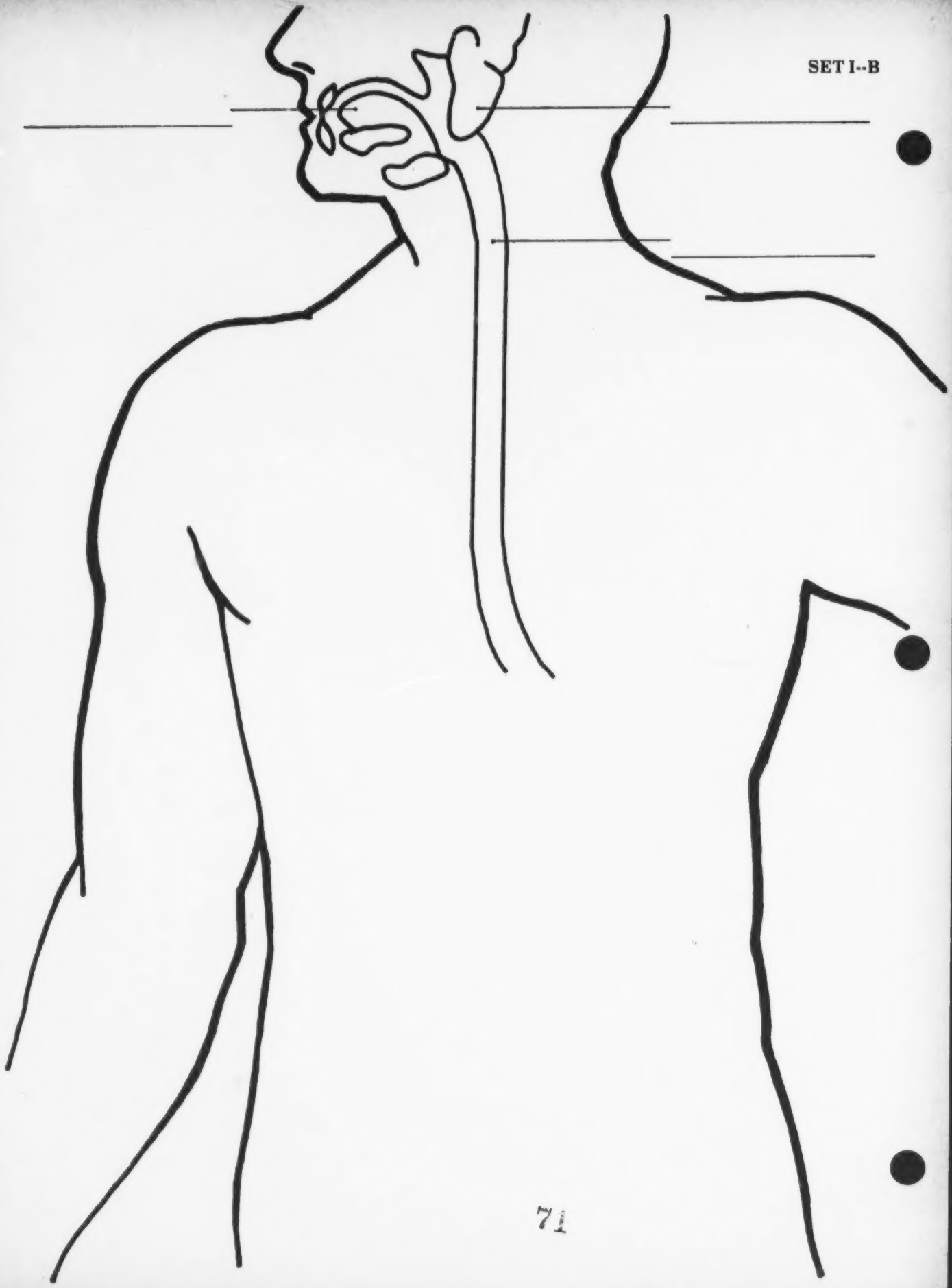
Learning Activities

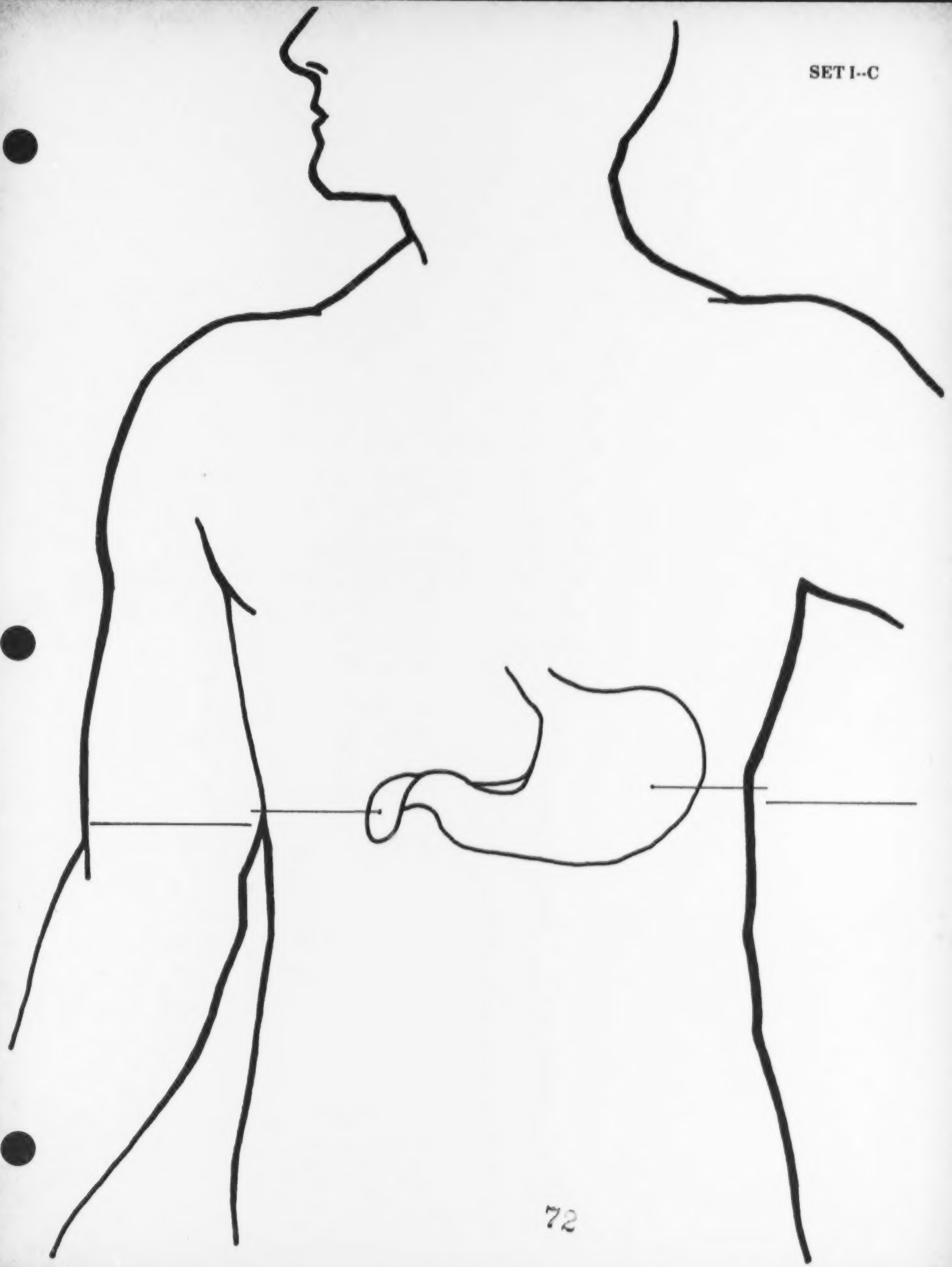
Classroom	Media Center
Teacher will introduce concepts using textbook, sound filmstrip, models, and charts.	Using patterns and materials provided each student will construct layers of an overlay of the digestive system. When complete students will use encyclopedias and books to gather facts on a specific organ. Each student will create a fact file to share with the class, using the transparency as a visual aid. (If several students are doing same part, group fact files and presentations may be planned.)

Evaluation: Each student will be evaluated on the completed transparency, the fact file and by an objective test on the concepts covered.

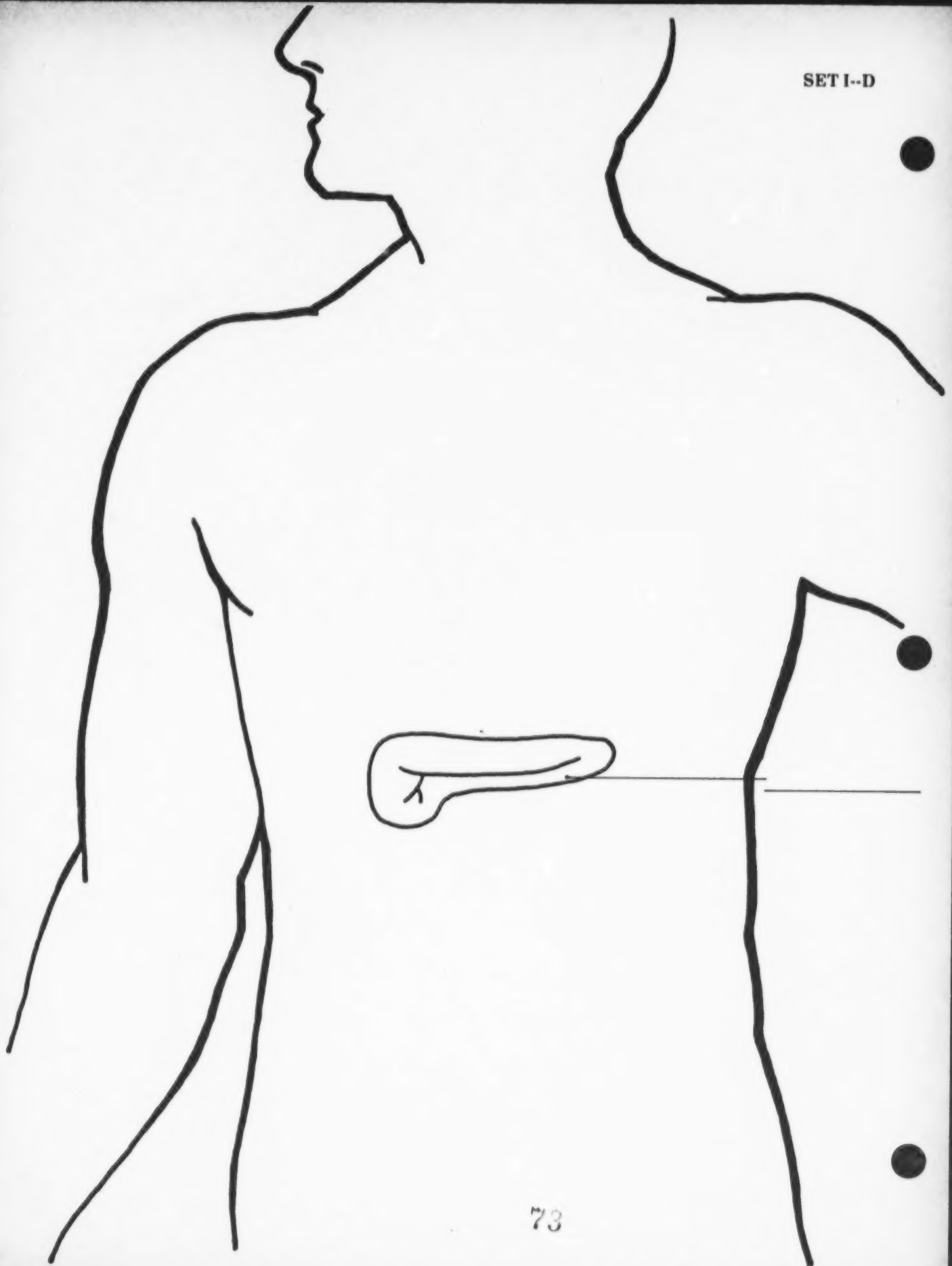
Responsibilities

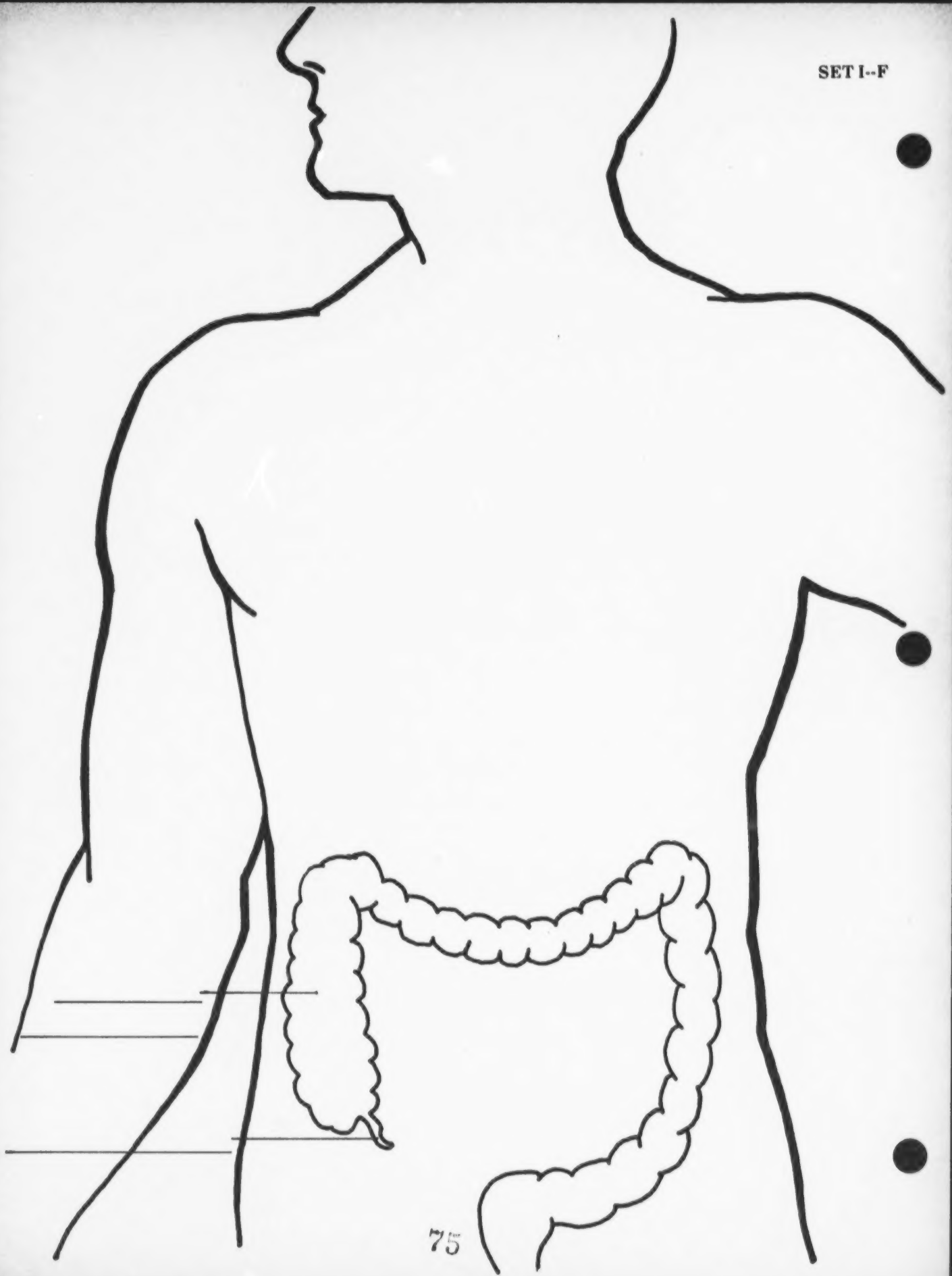
Teacher	Library Media Specialist
Planning with library media specialist. Introduce concepts. Assist with construction of transparencies. Assist with fact research. Prepare, administer and grade objective test. Evaluate fact files. Evaluate unit and research process.	Planning with teacher. Assemble resources. Introduce transparency construction. Review encyclopedia research. Assist students in construction of transparencies. Assist students with fact research. Evaluate transparencies. Evaluate fact files. Evaluate unit and research process.

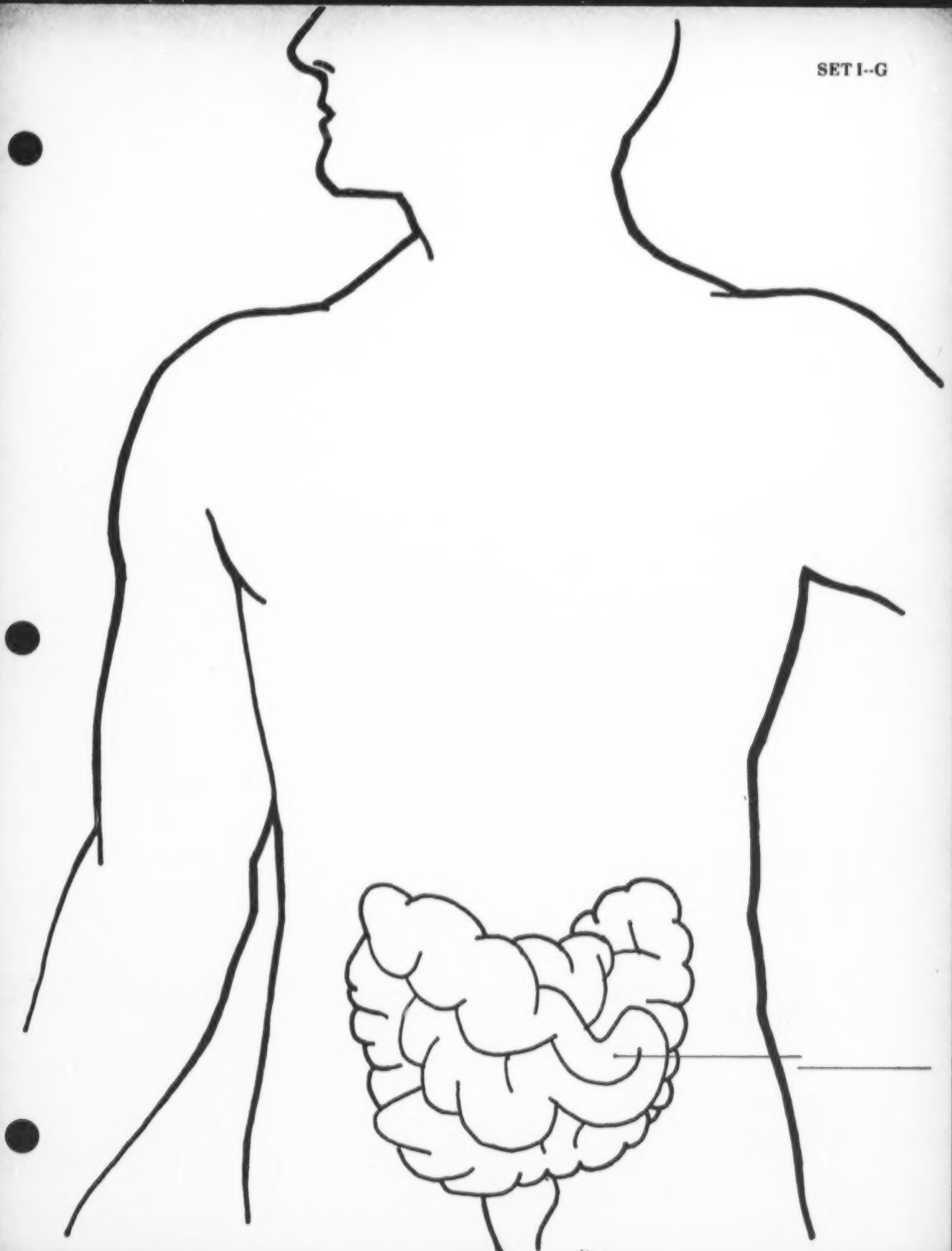




SET I--D







GLAND	BODY PART	ACTION
Salivary Gland	_____	_____
Gastric Glands	_____	_____
Pancreas and Liver	_____	_____
Intestinal Glands	_____	_____

Mouth

Stomach

Small Intestine

Large Intestine

Starch

Proteins

Fats

Starch, Proteins, Fats,

CONSTITUTION

Goal: To explore the events, issues and persons involved in the creation of the Constitution.

Suggested Grade Level: 9-10

Learner Outcomes

Subject Area	Information Skills
The student will: identify factors which contributed to the establishment and growth of U.S. government in the Federalist era. analyze the U.S. Constitution, the documents which preceded its adoption and the evolving interpretations of the Constitution. explain the role of the executive, legislative, and judicial branches of government analyze primary source information	The student will: locate all types of materials in the library media center or on their own. select materials identified in subject bibliographies, bibliographic appendixes, footnotes and quotations recognize and use both primary and secondary sources. make use of quotations. report using video format. credit sources used.

Activity: After classroom instruction, students will research events, issues and persons involved in the creation and ratification of the Constitution in the library media center and use this information to develop a script for a video production. Emphasis will be on use of primary sources and quotations. A single script per class or group scripts could be developed. See "Video Production Unit" in *Stacks of Ideas*, rev. ed., for additional information on video units.

Teaching Strategies: Large group, small group.

Evaluation: Students will develop criteria for evaluating video scripts and final video productions. Students, teacher(s) and the library media specialist will evaluate the scripts and tapes.

Teachers Responsibilities	Library Media Specialist Responsibilities
Introduce textbook information and unit Establish subtopics to be explored Introduce script writing Assist students with scripts Assist students with research Evaluate bibliographies, scripts, tapes and unit process.	Help locate materials for research Introduce primary sources Review video recording techniques, procedures Train camera crews Supervise filming Evaluate bibliographies, scripts, tapes and unit process

RESOURCES

Bill of Rights Reader: Leading Constitutional Cases. ed. by, Milton R. Konvitz. 54th ed., rev. Cornell University Press, 1973. 747 p.

BOWEN, Catherine Brinker. *Miracle at Philadelphia: The Story of the Constitutional Convention, May to September, 1787*. Little, 1966. 346 p.
Written from primary sources, provides background on men, issues, and attitudes.

BRIGHAM, John. *Civil Liberties and American Democracy*. CQ Press, 1984. 300 p.
Paraphrases Supreme Court decisions and organizes them by theme: privacy, freedom of religion, etc.

Encyclopedia of the American Constitution. Macmillan, 1986. 4v.

FRIENDLY, Fred W. *The Constitution: That Delicate Balance*. Random House, 1984. 339 p.

The Living U.S. Constitution. Presented With Historical Notes by Saul K. Padover. 2nd rev. ed. New American Library, 1982. 399 p.
Full text, history, leading Supreme Court decisions, portraits of signers. Fully indexed.

LOMASK, Milton. *The Spirit of 1787: The Making of Our Constitution*. Farrar, Strauss, 1980. 213 p.
Anecdotes are interwoven into chronological presentation of events in a readable chronicle.

MEE, Charles L. *The Genius of the People*. Harper, 1987. 326 p.
Vividly captures the events and especially the personalities of the writing of the Constitution.

MORRIS, Richard. *Seven Who Shaped Our Destiny: The Founding Fathers as Revolutionaries*. Harper, 1976. 334 p.
Includes Jefferson, Jay, Madison, and Hamilton.

MORRIS, Richard B. *Witnesses at the Creation: Hamilton, Madison, Jay and the Constitution*. Holt, Rinehart and Winston, 1985. 279 p.
Illustrates how the Constitution was debated, amended and ratified through the support of these three men.

PETERS, William. *A More Perfect Union: The Men and Events That Made the Constitution*. Crown, 1987.
Clear explanation of the reasons why a new agreement among states was necessary.

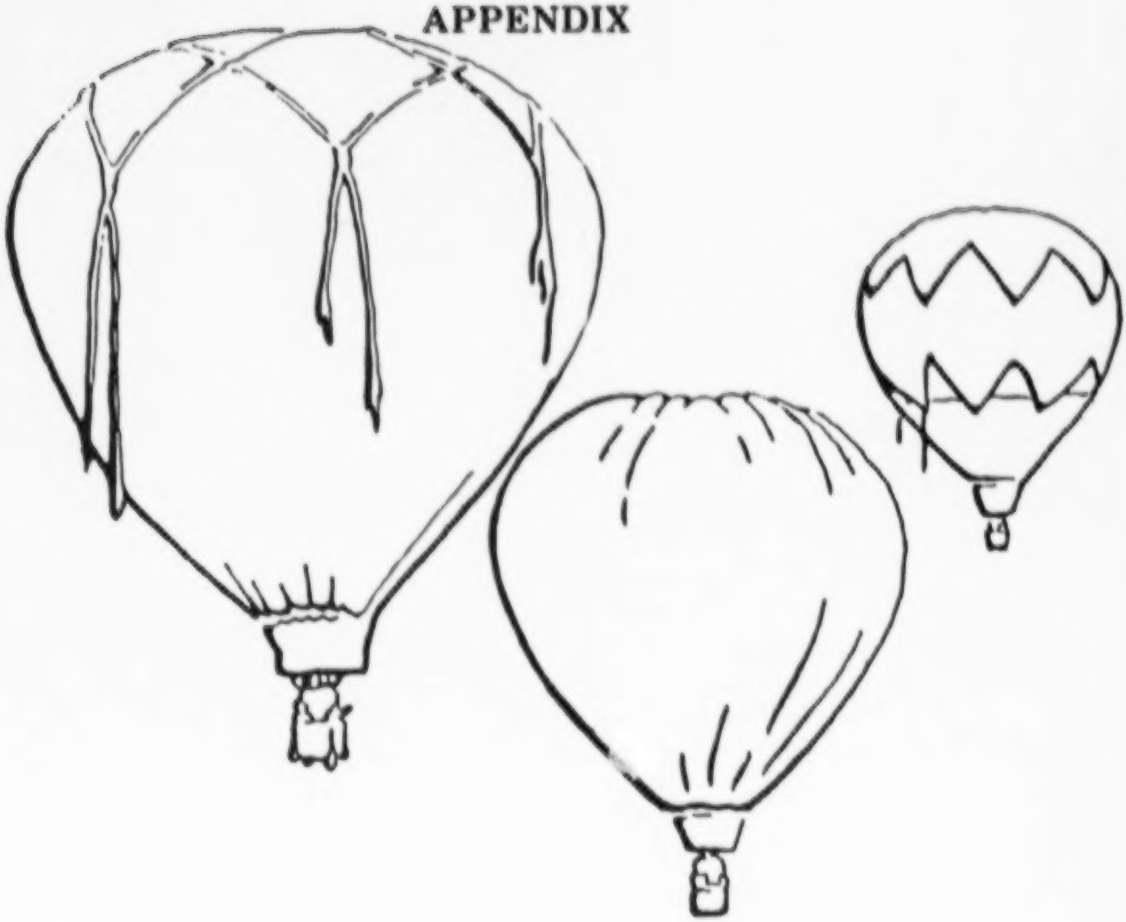
SGROI, Peter. *This Constitution*. Watts, 1986.
Explores issues addressed and the important men present at time of writing.

SMITH, Page. *The Shaping of America, a People's History of the Young Republic*. McGraw, 1980. 870 p.
Popular history covers 1783-1826.

The Supreme Court and Individual Rights. Congressional Quarterly, 1979. C. 1980. 303 p.

ZERMAN, Melvyn Bernard. *Taking on the Press: Constitutional Rights in Conflict*. Harper/Crowell, 1986.

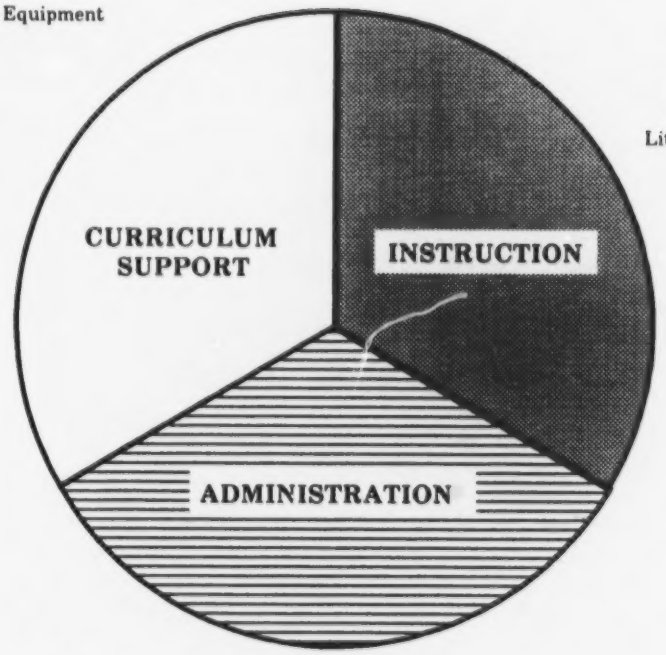
APPENDIX



LIBRARY MEDIA SPECIALISTS PROVIDE

SERVICES TO FACULTY
- Reference and Information Resources
- Design & Production of Materials
- Joint Planning & Teaching Units

INSERVICE
- Use of Materials and Equipment
- Reference
- Production



Information Skills
Reading Guidance
Literature Appreciation

Planning & Evaluation
Selection of Resources
Acquisition of Resources
Organization of Resources
Circulation of Resources
Program Promotion

What does an elementary school library media specialist do in today's school?

The services of the library media specialist far exceed those of being an organizer of materials and keeper of records. The following is a description of some of the many library and audio visual services which can be provided for administrators, faculty, students, school boards and the community.

An elementary school library media specialist in the 1980's:

1. Is involved with curriculum development through the selection of instructional materials and designing of classroom activities with teachers.
2. Offers inservice training and information to new teachers, administrators, substitutes and practicing teachers.
3. Provides storytelling and reading activities to students at the appropriate education level.
4. Plans media skills instruction so that lessons are taught as part of the curriculum when students need to use the skills.
5. Holds open house in the library media center occasionally, provides programs for PTA and other parent groups, and prepares releases for the news media when appropriate.
6. Has a written selection policy for instructional materials on file approved by the school board.
7. Writes grants and federal funding projects which will help expand the media collection and services
8. Provides special programs each year for Children's Book Week and National Library Week.
9. Schedules classes willingly in the library media center for research work and book selection at any time of the day.
10. Keeps accurate records of library and audio visual materials to help assess the future needs and determine budget priorities.
11. Schedules audio-visual equipment and materials for student, teacher and administration use.
12. Selects materials based upon the needs of the curriculum, faculty and student usage, and quality of the material.
13. Attends meetings and joins committees within the school concerned with policy making, welfare of the students, parent involvement and school curriculum.
14. Strives to meet the media standards set by the state and federal guidelines while allowing for the school's special needs and circumstances.
15. Makes available special collections; e.g., paperbacks, vocational guidance materials, and books with high interest and low vocabulary.
16. Has a balanced collection of library media center.
17. Is aware of the interests of many students, and provides opportunities for them to experience success regularly through use of the library media center.
18. Has short- and long-range plans on file in the library media center and the principal's office which are periodically updated.
19. Enlists the help of students, faculty and administrators in developing policies for the library media center.
20. Provides assistance in the use of computers for management and instruction.
21. Makes available the facilities and equipment for the production of instructional materials.
22. Makes every student feel his/her needs are important through personal attention, activities, and displays to encourage students to explore personal interests.
23. Acknowledges the support of the school principal and lets him/her know what is happening in the library media center on a regular basis.

What does a secondary school library media specialist do in today's school?

The services of the library media specialist far exceed those of being an organizer of materials and keeper of records. The following is a description of some of the many library and audio visual services which can be provided for administrators, faculty, students, school boards and the community.

A secondary school library media specialist in the 1980's:

1. Has a balanced, current collection of library media materials covering varying viewpoints of an issue and portraying all races and creeds.

2. Has a written selection policy for library media materials on file approved by the school board.

3. Enlists the support of the school principal and lets him/her know what is happening in the library media center on a regular basis.

4. Provides an attractive atmosphere conducive to learning activities.

5. Is aware of the interests of the different levels of students, and provides opportunities for them to experience success regularly through the use of the library media center.

6. Is involved with teachers in curriculum development through the selection of instructional materials and design of classroom activities.

7. Works with the principal to develop a budget based on the needs of the curriculum and collection.

8. Selects library media materials in conjunction with the district selection policy and curriculum needs.

9. Enlists faculty assistance when selecting and evaluating library media materials.

10. Works with teachers to incorporate library media resources into classroom activities.

11. Provides meaningful classroom presentations on media skills instruction, so lessons are taught when students need to use the skills.

12. Arranges class visits to maximize utilization of library media resources.

13. Provides quick reference and in-depth research assistance to students, faculty, and administrators.

14. Provides for orderly and efficient circulation and inventory of library media materials and equipment.

15. Provides services for production of instructional materials.

16. Trains and supervises adult and student aides in the library media center.

17. Works with the principal to develop short- and long-range goals which reflect and help fulfill school goals.

18. Strives to meet the media standards set by the state and national guidelines while allowing for the school's special needs and circumstances.

19. Regularly attends meetings and joins committees within the school concerned with policy making, student welfare, and school curriculum.

20. Offers inservice training to new students, faculty, administrators, substitute and practice teachers.

21. Provides magazines, newspapers, books and other media for leisure use.

22. Maintains a professional collection of books, magazines and other media for the faculty.

23. Produces bibliographies of new materials received in the library media center; and subject area materials in conjunction with assignments.

24. Routes new library media acquisitions of particular interest to staff members.

25. Works closely with instructional specialists (i.e., reading teachers, guidance counselors) to select library media materials and develop activities appropriate to the special needs of their students.

26. Plans with the principal to develop a yearly evaluation of the library media program.

27. Cooperates with district library media specialists to assure coordination and continuity of the libraryz media skills program.

28. Writes grants and federal funding projects which will help expand the library media collection and services.

29. Cooperates with area school and public libraries to provide information on assignments and encourages sharing of materials and services at the local level.

30. Consistently reads materials from the library media center and professional journals, attends conferences, and visits other library media centers in the interest of keeping abreast of new ideas and technologies.

TEACHERS
+
LIBRARY MEDIA SPECIALIST
=
CO-DESIGNERS OF CURRICULUM

1. INITIATE

Meet with the teacher in the classroom

A. Discuss the purpose of this initial meeting.

B. Select a trial unit for cooperative efforts. Determine the specific subject matter to be covered.

C. Determine the specific behavioral objectives to be accomplished during the unit.

D. Identify reference skills to be introduced or reinforced during the unit.

E. Identify the areas for cooperation. Teacher and library media specialists must work out the activities, the time schedule, and the scope of the unit

F. Describe what each of you is expected to do prior to the next meeting.

2. PREPARE

Steps to take before the next meeting

A. Locate instructional materials:

1. Examine media center collection including multi-media.
2. Use information network systems available to you .

B. Review materials:

1. Match materials with teaching strategies outlined with the teacher.
2. Organize the materials according to activities or topics.

C. Meet with the teacher in the media center:

1. Discuss materials available.
2. Examine and preview items with teacher.
3. Present ideas for using materials.
4. Decide exactly who will be responsible for presenting each activity in the unit.

3. IMPLEMENT

Present the unit to the students

A. Unit is introduced to the students--in the library media center or classroom

B. Students should be given an idea of the timetable involved, the scope of the unit and their learning objectives for the unit.

C. Monitor the success of the unit as it progresses.

1. Change or delete activities if they are not working.
2. Add new materials or ideas for activities as they occur. Many times students will suggest projects they would like to do that are not on the original timetable. Often these ideas have merit or can be developed into learning activities.

D. Both teacher and library media specialists should have genuine enthusiasm for the project. Treat every unit as a new adventure.

4. EVALUATE

Provide opportunities for feedback

A. Evaluate the effectiveness of the unit:

1. Ask for teacher evaluation of materials and activities.
2. Seek student input regarding the effectiveness of the unit.

B. Evaluate the cooperative efforts of teacher and librarian media specialists:

1. Meet with teacher and discuss results of the unit and whether or not the original objectives were met.
2. Discuss future changes and improvements for the unit.
3. Keep teacher and student comments and suggestions with the unit guidelines, as they may be useful in planning the next unit.

C. Don't let the teacher get away without planning for future cooperation.

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SAMPLE

_____ Public Schools

Library Media Specialist's Name: _____

Evaluation Record

School: _____

For the 19 _____ school year

Assignment: _____

The administration and instructional staff of _____ Public Schools believe the ultimate purpose of evaluating certified personnel is to improve the performance and quality of the instruction offered to the students.

Outstanding	Commendable	Competent	Marginal	Unsatisfactory

I. Library Media Center Supervision

a. Plans and implements a sequential program of information skills and reading guidance in cooperation with teachers.
b. Provides group instruction and user guidance in locating, evaluating, and using resources and equipment.
c. Maintains and organizes information which is available not only in printed form but also in other forms of media such as: film, recordings, microforms, video-tapes and computer applications.
d. Evaluates and selects high quality print and nonprint resources which reflect the priorities of the instructional program.
e. Plans with teachers on curriculum committee and individually to design and implement instructional units that effectively utilize available resources and equipment.
f. Provides teachers with print and nonprint materials and equipment that support the instructional program.
g. Is accurate and prompt with records and reports, including inventory and annual report.
h. Evaluates the library media program regularly, establishes goals and plans budget for improvements.
i. Exercises concern about the proper use and care of buildings, equipment, and supplies.
j. Manages time efficiently and maintains flexible schedule in a businesslike manner.

II. Management

a. Plans for delivery of the lesson relative to short-term and long-term objectives.
b. Uses minimum class time for noninstructional routines thus maximizing time on task.
c. Clearly defines expected behavior (encourages positive behavior and controls negative behavior).
d. Establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.

III. Methods of Instruction

a. Communicates the instructional objectives to students.
b. Shows how the present topic is related to those topics that have been taught or that will be taught.
c. Relates subject topics to existing students experiences.
d. Uses signaled responses, questioning techniques and/or guided practices to involve all students.
e. Teaches the objectives through a variety of methods.
f. Gives directions that are clearly stated and related to the learning objectives.
g. Demonstrates the desired skills.
h. Checks to determine if students are progressing toward stated objectives

	Outstanding	Commendable	Competent	Marginal	Unsatisfactory
i. Changes instruction based on the results of monitoring.					
j. Requires all students to practice newly learned skills while under the direct supervision of the library media specialist.					
k. Requires all students to practice newly learned skills while under the direct supervision of the library media specialist.					
l. Summarizes and fits into context what has been taught.					
IV. Products					
a. Writes daily lesson plans designed to achieve the identified objectives.					
b. Maintains a written record of student progress.					
c. Utilizes grading patterns that are fairly administered and based on identified criteria.					
d. Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores.					
V. Professional Responsibilities					
a. Demonstrates self-control.					
b. Complies with school rules, regulations and policies.					
c. Demonstrates respect for authority.					
d. Maintains good relations with other staff.					
e. Maintains good relations with parents.					
f. Contributes to the total school program through involvement in the formulation of policies and procedures which affect one's professional services, including curriculum, teaching materials, methods of instruction and school-community relations.					
g. Adheres to professional ethics as defined in board policy.					
h. Maintains and improves professional competence.					
i. Demonstrates dependability and punctuality in carrying out duties of the position.					
j. Is enthusiastic about his/her job and approaches the task in a positive manner.					

VI. From the items listed above, what notable points were observed by the evaluator in the media center and other observations?

VII. From the items listed above, what did you observe to be the "special strengths" of the library media specialist?

VIII. From the items listed above, what did you observe to be areas in need of improvement?

IX. Discuss ways in which you have assisted, or plan to assist, the library media specialist to improve. (NOTE: a plan of improvement is required for any items rated as marginal or unsatisfactory.):

X. COMMENTS: Library media specialist is invited to make any comments which he/she may wish to include as part of the evaluation. Comments will be added as an attachment to the evaluation.

The evaluation is based on _____classroom visits. _____ principal/library media specialist conferences and personal knowledge collected by the evaluator. Of these visits _____ classroom observation forms are on file in the principal's office.

I certify this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement.

Signature of Employee	Title	Date
Signature of Employee	Title	Date

SCHOOL LIBRARY MEDIA CENTER--THE TEAM APPROACH

The Principal Should:	The Media Specialist Should:	The Teacher Should:
Accept the concept of a centralized library media program. Help teachers to develop an understanding of the potential of an excellent media program.	Maintain an attractive, comfortable center with an inviting atmosphere. Develop a balanced materials collection which reflects the curriculum, teacher and student needs.	Understand the advantages of a centralized library media program to them as a teacher.
Appoint a faculty advisory committee to plan and evaluate with the media specialist.	Develop with a faculty committee a flexible set of media center rules and regulations. Give leadership in developing a school materials selection policy.	Serve on a faculty advisory committee to help plan goals, suggestions and evaluation for media services.
Appoint the media specialist to serve on curriculum and planning committees.	Keep informed about new educational practices and materials. Serve on curriculum and planning committee. Work with teachers to design instructional packages, learning centers and other instructional units.	Use the media specialist services in planning curriculum and designing instructional units.
Understand how media services are integrated with the instructional program.	Develop with teachers a sequential plan for teaching media skills within the framework of the regular instructional program. Recognize that the major portion of time should be devoted to active involvement with pupils and teachers. Provide materials and services for students with varying ability levels and learning styles.	Work with the media specialists to integrate media skills into the instructional program.
Provide time for teacher-media specialist planning.	Look for opportunities to visit with teachers concerning media services.	Plan with the media specialist activities to promote reading and reinforce media skills.

The Principal Should:	The Media Specialist Should:	The Teacher Should:
Provide for flexible use of the media center by individuals and groups coming from classrooms.	Administer the media center to provide flexible accessibility.	Plan a flexible use of the media center by the whole class, individuals, and small groups according to needs.
Encourage teachers to assist in the selection of new materials.	Schedule materials selection and curriculum planning conferences with teachers.	Be familiar with and help to select quality materials in his or her subject areas.
Encourage innovative use of media.	Assist teachers and students in the production of instructional materials. Encourage teachers to use a variety of media in their instructional plans.	Recognize the fact that students learn by doing, so provide opportunities for student production. Promote continuous, purposeful use of the media center. Use many types of materials and select the type best suited for a particular purpose.
Interpret the media program to superintendent, teachers, and parents and enlist their support.	Keep teachers informed concerning new materials and equipment and their appropriate use. Publicize the services of the media staff and the materials in the media center.	Keep media specialist informed about new trends in your subject area and your needs for materials to support it.
Secure financial support to develop an excellent collection of materials and equipment, improved facilities and adequate personnel.	Maintain adequate budget records. Maintain an inventory of all school-owned instructional materials. Evaluate media services regularly.	Cooperate with the principal and media specialist in the evaluation of media services.
Encourage inservice and staff development on media services to promote a better utilization of library media resources.	Give instruction to teachers and students on the utilization of library media materials and equipment.	Be informed about the operation of audio-visual equipment. Work with the media specialist in the production of new materials and multi-media presentation.
Know and accept the key role that the principal must take in developing quality media services.	Develop a library media program of services that has an every day, all day role in the life of the school.	Realize that a properly functioning media program blends into the overall program of a school.

Adapted from *The Principal's Handbook on the School Library Media Center* by Betty Martin and Ben Carson, Scarecrow Press.
Oklahoma State Department of Education, John M. Folks, State Superintendent of Public Instruction

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"END OF DOCUMENT"